

**SCHOOL POLICIES
INDEPENDENT SCHOOL DISTRICT 16**

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SERIES	600	Educational Programs
SUBJECT	616	School District System Accountability
Adopted		April 24, 2001
Revised		May 11, 2004

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures community participation in decisions regarding the implementation of the Graduation Standards, Minnesota Academic Standards and the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and No Child Left Behind Act will require a new level of accountability for the school district. The school district will establish a system to transition from the former graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum and assessment which will include substantial input by students, parents or guardians and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. "Course credit" is equivalent to a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter as determined by the school district.
- B. "Graduation Standards" means the course credit requirements and Profile of Learning content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. "Profile of Learning" means content standards formerly required for a high school diploma prior to the 2003-2004 school year.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals.

1. The School Board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and the No Child Left Behind Act. The broad goals shall be reviewed annually and approved by the School Board. The School Board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (the "advisory committee").
2. The improvement goals should address recommendations identified through the advisory committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's annual progress toward implementation of the Minnesota Academic Standards. [A local curriculum cycle will be inserted here.]

C. Implementation of Graduation Requirements

1. The School Board shall appoint a Graduation Standards Implementation Committee which shall advise the School Board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The School Board shall receive public input and comment and shall adopt or update these policies at least annually. The Graduation Standards Implementation Committee will be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.
2. The School Board shall annually review and determine if student achievement levels at each school site meet state expectations. If the School Board determines that student achievement levels at a school site do not meet state expectations and the site has not made adequate yearly progress for two consecutive school years, beginning with the 2001-2002 school year, the Graduations Standards Implementation Committee shall work with the school site to adopt a plan to raise student achievement levels to meet state and local expectations. The Graduation Standard Implementation Committee may seek assistance from the Commissioner of the Minnesota Department of Education (the

Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the School Board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The School Board will utilize models developed by the Commissioner for measuring individual student progress. The School Board must coordinate with the Department of Education in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.

1. By September 30 of each year, the advisory committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The advisory committee, working in cooperation with other committees of the school district [such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment committees, etc.,] will provide active community participation in:
 - a. reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
 - b. identifying annual instruction and curriculum improvement goals for recommendation to the School Board;
 - c. making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - d. making recommendations regarding the development of the "Annual Report on Curriculum, Instruction and Student Performance."
3. The advisory committee shall meet the following criteria:
 - a. The advisory committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.

- b. The advisory committee shall make recommendations to the School Board on school district-wide standards, assessments and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
4. The advisory committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
- a. The Superintendent or designee
 - b. One principal from each instructional level
 - c. School Board Member
 - d. Student Representative
 - e. One teacher from each instructional level
 - f. A parent from each building or instructional level
 - g. Two residents without school-aged children
5. The advisory committee shall meet the following timeline each year:
- September: Organizational meeting of the committee to review the authorizing legislation and the roles and responsibilities of the committee as determined by the School Board.
- October: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
- November through March: Review evaluation results and prepare recommendations.
- April: Present recommendations to the School Board for its input and approval.
- September: Provide direction to and review "Annual Report on Curriculum, Instruction and Student Performance."

E. Reporting.

An "Annual Report on Curriculum, Instruction and Student Performance shall be approved by the School Board and distributed to the public. A copy shall be sent to the Commissioner by October 15th of each year. The public report shall include, but not be limited to, the following:

1. Student performance goals for meeting the Graduation Standards;
2. Result of local assessment data, including all data and any additional test data including all data required by Minnesota Rule, Part 3501.0160;
3. School district improvement plans;
4. Progress on previous improvement plans;
5. Amount and type of revenue attributed to each educational site as defined in Minnesota Statutes § 123B.04;
6. Names of advisory committee members, dates their terms expire, method of selection and application dates;
7. Periodic reports on constituencies' satisfaction with schools;
8. Biennial evaluations of the school district testing program and Assurance of Mastery.

Legal References: Minn. Stat. § 120B.02 Educational Expectations for Minnesota's Students)

Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.35 (Student Achievement Levels)

Minn. Stat. § 123B.04 (Site Decision-Making Agreement)

Minn. Rule Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)

Minn. Rule Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards - Written Composition)

Minn. Rules Part 3501.0160 (District Reporting Requirements)

20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References: Policy 104 (School District Mission Statement)

Policy 601 (School District Curriculum and Instruction Goals)

Policy 613 (Graduation Requirements)

Policy 614 (School District Testing Plan and Procedure)

Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation and LEP Students)

Policy 620 (Credit for Learning)